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AUTHOR	Lewis, Karron G., Ed.; Lunde, Joyce T. Povlacs, Ed.
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ABSTRACT

Chapters in this edition contain many different approaches and strategies that can be used in individuals to improve teaching. The selections give the reader a variety of perspectives. The chapters from the first edition of this sourcebook have been updated or rewritten, and seven chapters have been added to provide additional information. The chapters of part 1, General Skills and Philosophies, are: (1) Individual Consultation: Its Importance to Faculty Development Programs (Karron G. Lewis); (2) Getting Started in One-on-One Instructional Consulting: Suggestions for New Consultants (L. Dee Fink and Gabriele Bauer); (3) Consultation Using a Research Perspective (Jody D. Nyquist and Donald H. Wulff); (4) Using Qualitative Methods To Generate Data for Instructional Development (Donald H. Wulff and Jody D. Nyquist); and (5) Thinking about Motivation: Some Issues for Instructional Consultants (Michael Theall). Part 2, Some Specific Methods of Consultation for Instructional Improvement, contains: (6) The Teaching Analysis Program and the Role of the Consultant (Joyce Povlacs Lunde); (7) Using an Objective Observation System To Diagnose Teaching Problems (Karron G. Lewis); (8) The Faculty Visitor Program: Helping Teachers See Themselves (Barbara Helling and Diane Kuhlmann); (9) Using Focus Groups and Individual Consultation To Fine-Tune Teaching (Richard G. Tiberius); (10) Consultation with Videotape: Memory Management through Simulated Recall (David Way); (11) Problem-Based Consultation for Problem-Based Learning (Claire H. Major); and (12) Individual Consultation and the Workshop: What's the Connection? (Mary Pat Mann). Part 3, Consulting for Teaching with Technology, contains: (13) Technology Consulting: Keeping Pedagogy in the Forefront (Rosslyn M. Smith and Katherine A. Stalcup); and (14) Consultation for Distance Learning (Myra S. Wilhite, Joyce Povlacs Lunde, and James W. King). Part 4, Consulting for Special Purposes and Groups, contains: (15) Using Climate Assessment Data To Consult about Multicultural Teaching" (Christine A. Stanley and Theron F. Ford); (16) Assessing the Cooperative Classroom: Consulting Techniques That Work (Barbara J. Millis); (17) Promoting Active Learning in Preparing Future Faculty (Jan Smith and Shelley L. Smith); (18) Career Consulting: A Critical Segment of a Comprehensive Faculty Development Program (Daniel W. Wheeler); and (19) Faculty Development Programs Based around Scholarly Writing (Robert Boice). A final section presents Some Conclusions: Individual Consultation

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from the Past and into the Future. Each paper contains references. (Contains 11 tables and 22 figures.) (SLD)

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